



## The Journal Secondary Education in teacher training in Brazil (1957-1963)<sup>1</sup>

A Revista Escola Secundária na formação de professores no Brasil (1957-1963)

La Revista Escola Secundária en la formación del profesorado en Brasil (1957-1963)

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### Abstract

This paper presents the results of an investigation into the *Revista Escola Secundária*, one of the instruments used by the Campanha de Aperfeiçoamento e Difusão do Ensino Secundário (CADES) in the process of training teachers for Brazilian secondary education between 1957 and 1963. It starts by questioning the intensity of the methodological guidelines published in the Didactics section of the magazine. Methodologically, the research was based on an analysis of the journal *Revista Escola Secundária*. The theoretical framework underpinning this analysis includes the contributions of Frangella (2003), Miranda (2019), Pinto (2008) and Silva (1969). The results show that the *Revista Escola Secundária*, with particular emphasis on its Didactics section, emphasized various methodological guidelines aimed at helping secondary school teachers and improving their pedagogical practices, underlining the importance of the teaching role in this type of education. The conclusion is that the *Revista Escola Secundária* was a significant device for secondary school teachers, presenting articles in its editions that corroborated teaching practice in an expressive way, configuring itself as a compilation of pedagogical practices aimed at this educational specificity.

**Keywords:** History of Education; Secondary Education; Teachers; Journal.

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## Resumo

Trata-se de comunicação de resultados de investigação sobre a Revista Escola Secundária, um dos instrumentos empregados pela Campanha de Aperfeiçoamento e Difusão do Ensino Secundário (CADES) no processo de formação de professores para o ensino secundário brasileiro durante o período de 1957 a 1963. Parte-se do questionamento sobre a intensidade que tiveram as orientações metodológicas veiculadas na seção de Didática da referida revista. Metodologicamente, a pesquisa ancorou-se na análise do impresso Revista Escola Secundária. O referencial teórico que sustenta esta análise compreende as contribuições de Frangella (2003), Miranda (2019), Pinto (2008) e Silva (1969). Os resultados evidenciam que a Revista Escola Secundária, com particular destaque para sua seção de Didática, enfatizou diversas orientações metodológicas destinadas a auxiliar os professores secundaristas e aprimorar suas práticas pedagógicas, sublinhando a importância do papel docente nessa modalidade de ensino. Conclui-se que a Revista Escola Secundária constituiu um dispositivo significativo para os professores do ensino secundário, ao apresentar em suas edições artigos que corroboravam de maneira expressiva com a prática docente, configurando-se como uma compilação de práticas pedagógicas direcionadas a essa especificidade educacional.

**Palavras-Chave:** História da Educação; Ensino Secundário; Professores; Revista.

## Resumen

Este artículo presenta los resultados de una investigación sobre la revista Escola Secundária, uno de los instrumentos utilizados por la Campanha de Aperfeiçoamento e Difusão do Ensino Secundário (CADES) en el proceso de formación de profesores para la enseñanza secundaria brasileña entre 1957 y 1963. Se basa en la cuestión de la intensidad de las orientaciones metodológicas publicadas en la sección de Didáctica de esta revista. Metodológicamente, la investigación se basó en el análisis de la Revista Escola Secundária. El marco teórico que sustenta este análisis incluye las contribuciones de Frangella (2003), Miranda (2019), Pinto (2008) y Silva (1969). Los resultados muestran que la Revista Escola Secundária, con especial énfasis en su sección de Didáctica, hizo hincapié en diversas orientaciones metodológicas destinadas a ayudar a los profesores de secundaria y a mejorar sus prácticas pedagógicas, subrayando la importancia de la función docente en este tipo de enseñanza. Se concluye que la Revista Escola Secundária fue un dispositivo significativo para los profesores de enseñanza media, presentando en sus ediciones artículos que corroboraban significativamente la práctica docente, configurándose como una compilación de prácticas pedagógicas dirigidas a esta modalidad educativa específica.

**Palabras clave:** Historia de la Educación; Enseñanza Secundaria; Profesores; Revista.

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## Introduction

This article examines the research findings of the *Revista Escola Secundária* as a fundamental pedagogical artifact for understanding the training and guidance processes of secondary school teachers in Brazil from 1957 to 1963. The choice of this periodical as the main documentary *corpus* is justified by its importance as a tool implemented by the *Campanha de Aperfeiçoamento e Difusão do Ensino Secundário* (CADES), an organization that played an important role in the attempt to qualify teachers at this educational level during a period of significant expansion.

The perspective of printed material culture, specifically of periodicals such as the *Revista Escola Secundária*, offers a privileged window for examining the pedagogical guidelines, didactic discussions, and representations of the teaching role that circulated in daily school life. Methodologically, this research is anchored in the content analysis of the *Revista Escola Secundária* itself. Immersion in the issues published between 1957 and 1963 allowed us to identify the methodological guidelines present, with particular attention to the Didactics section, and to infer their influence on the practice and training of secondary school teachers. A dialogue with the theoretical framework, composed of authors such as Frangella (2003), Miranda (2019), Pinto (2008), and Silva (1969), helped in the historical contextualization and interpretation of the findings.

The organization of this article provides, in its first part, the contextualization of the genesis and performance of CADES within the Brazilian socioeconomic scenario, understanding its strategy for expanding secondary education and the role it played in the training of its faculty. The second part analyzes the *Revista Escola Secundária* as a vehicle for training and disseminating pedagogical knowledge. Finally, the third part delves deeper into the discussion of the methodological guidelines present in the Didactics section of the journal, seeking to understand their implications for teaching activities at the time.

### 1. About the *Campanha de Aperfeiçoamento e Difusão do Ensino Secundário* (CADES)

The *Campanha de Aperfeiçoamento e Difusão do Ensino Secundário* (CADES) was established during the Getúlio Vargas administration by Decree No. 34,638 of November 17, 1953 (Brazil, 1953). This decree established the objectives to be developed by the agency, encompassing actions to support students, teachers, technicians, and administrators in the pedagogical, administrative, and financial spheres.

According to Dallabrida (2018), significant transformations in secondary education occurred from the 1950s onward, driven by specific and gradual experiments, with the introduction of innovative approaches, notably inspired by North American and French pedagogical models. The author emphasizes that, under the influence of international forces and Brazil's democratic opening, secondary education gradually became a priority for the Brazilian government, particularly the *Ministério da Educação e Cultura* (MEC) and its affiliated departments, such as the *Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira* (INEP) and the *Diretoria do Ensino Secundário*, with the aim of promoting improvements in the educational system at this level.

In that context, education began to be conceived as an instrument of modernization and national transformation. This perspective contributed to the increased demand for educational institutions, especially secondary education, due to growing urbanization and the consequent demand for higher educational levels for the various occupations characteristic of urban centers. According to Pinto (2000, p. 2), during that period:

the increased demand for secondary education, leading to high growth rates in all branches of this education. [...] schools then began to be sought after by all those seeking social advancement, sparking the explosive growth of secondary education and leading to teacher improvisation and, consequently, a decline in educational quality (Pinto, 2000, p.2).

In the author's view, the expansion of secondary education highlighted the need to increase the number of teachers at this level, considering that these institutions were predominantly staffed by independent professionals. Baraldi (2016) points out that few teachers working in Brazilian secondary schools had higher education degrees, with these coming from Philosophy Schools, polytechnic or military schools, or other fields of study.

The CADES gained prominence during a period of favorable political and economic conditions, under the leadership of President Juscelino Kubitschek (1956-1961) and his developmentalist policies. Its purpose was to mitigate the effects of the teacher shortage and raise the quality of secondary education, aligning it with the interests and opportunities of students and meeting the needs of this educational modality, in order to expand access. This was done to provide secondary education to a greater number of young Brazilians. Subsequently, in 1956, the *Campanha Nacional de Material de Ensino* (CNME) was established by Decree No. 38,556, of January 12, 1956. The CADES aimed to promote measures that expanded activities related to secondary education, in line with the precepts of this level of education, as detailed in its Article 3:

- a) promote the implementation of specialization and advanced training courses and internships for teachers, technicians, and administrators of secondary education institutions;
- b) grant and encourage the granting of scholarships to secondary education teachers to undertake specialization and advanced training courses or internships offered by other entities, in the country or abroad;
- c) collaborate with secondary education institutions undergoing implementation or reorganization, providing them with the assistance of technicians paid by the Campaign;
- d) promote studies of secondary school curricula and teaching methods for various subjects in order to better adapt instruction to student interests and environmental conditions and demands;
- e) develop and promote the development of teaching materials, especially audiovisual materials, for secondary schools;
- f) study and adopt measures to improve and reduce the cost of textbooks;
- g) organize cultural, technical, and pedagogical missions to assist institutions located far from major urban centers;
- h) develop and administer objective tests to assess academic performance;
- i) encourage the creation and development of educational guidance services in secondary schools;
- j) organize and administer a scholarship program for gifted and under-resourced students;
- k) cooperate with secondary schools in studying designs for buildings, facilities, school workshops, and laboratories adapted to the various regions of the country, as well as new types of school furniture;

- l) conduct, directly and in cooperation with federal, state, and municipal technical agencies, surveys of the needs and possibilities of the various regions of the country regarding the location of secondary schools;
- m) publicize activities, experiences, and initiatives deemed to be of interest to secondary education, as well as promote exchanges between national and international schools and educators;
- n) promote public awareness of the advantages of a good secondary education (Brazil, 1953).

In its early years, CADES's main concern was the qualification of in-service secondary school teachers who lacked formal qualifications. To this end, CADES established an intensive preparatory course for the proficiency exam and, based on the three pillars of Educational Guidance, Bibliographic Production, and Orientation Course, sought to advise, guide, and train these teachers to obtain professional registration.

The structuring of CADES evolved in four distinct phases (Pinto, 2008): Announcement and Implementation (1953-1956), marked by the dissemination of the campaign and regulation of the proficiency exam for teaching in needy areas, with preparatory courses focused both on the exam and on pedagogical practice; consolidation and expansion (1956-1963) was characterized by the expansion of teacher training, bibliographic production and Educational Guidance, highlighting the creation of the *Revista Escola Secundária* to foster a new teaching mentality and the evolution of guidance courses for in-service teachers; administrative-pedagogical renewal (1963-1964), was influenced by the ideological effervescence and the approval of the LDB (4.024/1961); decline and disappearance (1964-1970) occurred under the military regime, with the maintenance of only the *Curso de Orientação para Exames de Suficiência* and the gradual disappearance of other actions. In short, CADES boosted teacher training and the growth of secondary education, with the *Revista Escola Secundária* playing a significant role in the dissemination of pedagogical knowledge.

## 2. The *Revista Escola Secundária* and its contribution to teacher training

In this context, it is worth noting that pedagogical journals had a history in Brazil since the late 19th century, initially under the aegis of private initiatives. At the dawn of the 20th century, periodicals with a more explicitly pedagogical focus emerged, conceived and organized by teachers to disseminate their work, refine their practices, and promote the exchange of experiences, aiming to improve teaching.

The *Revista Escola Secundária* emerged as a tool for technically improving teaching practices, with the primary purpose of guiding teachers in curricular, legal, and didactic areas. Regarding *Revista Escola Secundária*, the analysis of its editions allows us to infer its relevance as an instrument for the continuing education of teachers at this level of education and for the development of their pedagogical practice. Frangella (2003) points out that a minority of the faculty, only 16% in 1957, held a degree from Philosophy Schools, with the majority being self-taught. In this sense, the author, when discussing the *Revista Escola Secundária*, argues that,

the process of developing the journal is structured as a teacher training institution. Since it was responsible for disseminating experiences and methods that would develop secondary education, the practice developed at Cap [*Colégio de Aplicação da Faculdade Nacional de Filosofia no Rio de Janeiro*] was chosen for this purpose. The journal is therefore structured based on the curriculum framework proposed for teacher training by the National Faculty of Philosophy, in its Application College (Frangella, 2003, p.4).

The *Revista Escola Secundária* was established as a communication tool aimed at teachers and other secondary education professionals seeking professional training. The periodical was conceived as a vehicle for educational advice, focusing about topics directly related to teaching practices, such as didactics, teaching methodology, planning, assessment, and experience reports (Vilanova, 2018, p. 26).

The first issue of the Journal was published in June 1957, quarterly, and circulated until 1963, serving as a guidance tool for teachers, school administrators, and other professionals at this level of education. It is important to highlight the diversity of sections present in the *Revista Escola Secundária*. The General Didactics section covered topics ranging from the teaching unit and its trends to classroom behavior management strategies, providing support for developing more engaging lessons. This aimed to spark student interest in specific subject areas and promote a more effective and motivating teaching-learning process, as well as fostering classroom discipline strategies.

The journal also dedicated a specific section to educational guidance, with articles focused on understanding students' difficulties, values, and forms of counseling, aiming for successful teaching practices.

Furthermore, its issues covered topics relevant to the various subjects that comprised the secondary school curriculum: languages, mathematics, drawing, history, geography, physics, chemistry, natural sciences, philosophy, crafts, and home economics. The published articles discussed teaching techniques and methods, addressed the appropriate use of teaching materials, and presented plans for developing specific content and subject content for certain grade levels. All issues contained at least one article about Mathematics and one on Drawing.

The *Revista Escola Secundária* benefited from the collaboration of teachers from different fields, as evidenced by the analysis of the articles. The names of the specialist teacher responsible for the pedagogical content were clearly indicated, suggesting recognition of their expertise in the educational field. The magazine represented comprehensive support for teachers, covering the secondary school curriculum and providing foundations for pedagogical organization, considering:

the inadequacy of teacher training courses to provide teachers with a foundation of knowledge; the difficulty teachers face in attending specialized courses; the high cost of books, as well as the difficulty of translating foreign books; the short-term overcoming of textbooks by the discovery of new teaching techniques; and the lack of refresher courses for teachers. [...] [The technical-pedagogical magazine] would be a viable and indispensable resource for teacher updating and development [...] by presenting a wide variety of topics in its various sections; by presenting the guidelines governing the most modern teaching techniques; It featured news and commentary on refresher courses; translated and adapted relevant foreign articles; presented clearly and convincingly; offered teaching materials in the form of posters and panels, a valuable and useful aid; presented illustrations that facilitate reading and understanding of the content; and was truly affordable, thus within the financial means of the teaching profession. It met the needs not only of the trained teacher but also of the regular school student, who requires abundant and varied material for their research during the course (Miranda, 2019, p. 98).

Each section began with a brief summary of the topic to be covered, constituting "one of the main strategies for disseminating the professional precepts and concepts shared by CADES technicians" (Xavier, 2008, p. 153-154).

The journal aimed to disseminate the experiences of Brazilian and international educators to the Brazilian secondary school teaching profession, with the aim of improving teaching practice and raising the quality of secondary education.

The articles in the *Revista Escola Secundária* sought to articulate theory and practice as a crucial element in the training of modern teachers. The intention was to transform the teaching mindset, encouraging more dynamic classes and highlighting the need for evolving pedagogical processes to stimulate meaningful learning in students, aligned with the realities of the time.

From this perspective, the journal can be considered a pedagogical tool used by CADES to reformulate the concept of the educator in their human and social role inherent in educational action. The journal sought to overcome the problems of secondary education, and one of the central strategies was investment in teacher training, which appears to be the magazine's primary objective.

The journal also promoted reflection about the relevance of the teacher's role in the educational context, emphasizing the importance of evaluating not only the content taught, but also the language used in the classroom, posture, and attitudes, recognizing the impact of these actions on student behavior and the influence of teaching on the operative conditioning of young people.

Thus, the journal called on secondary school teachers to reexamine the situation of Brazilian secondary schools, rethinking their problems, seeking constructive suggestions, promoting the exchange of ideas, and exploring possible alternatives for improving this level of education, with the goal of making educational institutions more efficient and aligned with their new social responsibilities (Brasil, 1957).

It is worth emphasizing that the *Revista Escola Secundária* represented one of the CADES initiatives that reconfigured teacher education by publishing articles in its editions that established a network of relationships and multiple meanings for the circulation of ideas, examples, and practices, contributing to the production and dissemination of educational knowledge aligned with the realities of the time, seeking to transcend the merely instructive nature.

In this sense, it is pertinent to emphasize that, with the expansion of secondary education, the concern with creating a periodical coincided with "[...] attempts to organize the teaching profession, which, at that time, sought to articulate its struggle for the valorization of the profession, working conditions, teaching quality, salary demands, and system improvement" (Catani, 1996, p. 124-125).

The pedagogical journal was designed to inspire educational purposes and ideals that would gain visibility and expand the possibilities for new, dynamic, human perspectives. Because it was written by teachers, the language adopted was more accessible to the teacher-reader, facilitating the comprehension of the discourses and the understanding of the educational issues addressed.

Thus, analyzing the content conveyed by the journal "[...] allows us to grasp discourses that articulate practices and theories, situated at the macro level of the system, but also at the micro level of concrete experience, which express desires for the future while also denouncing current situations" (Nóvoa, 1997, p. 11).

The *Revista Escola Secundária* aimed to address topics related to secondary school teacher training. To this end, its issues were organized into four parts: editorials with introductory notes, conferences, lectures, and reflective articles on issues related to secondary education.

It is clear that, regarding the Didactics and Educational Guidance sections, the articles aimed to lead the teacher-reader to understand the importance of their classroom approach, as well as teaching strategies. The Educational Guidance section delved deeper into reflections on the secondary school age group, the standards, laws, and teachings related to this educational modality. The consistent presence of these two sections in virtually every issue of the journal, with well-defined objectives, encouraged teachers to reflect about their pedagogical practices and the organization of their plans to meet the goals of secondary education.

The other articles in the journal's different sections offered explanations about the applicability of teaching techniques and methods, content planning, teaching materials, and learning assessment, all focused on various areas of the curriculum.

For Dallabrida and Souza (2016), the journal sought to disseminate educational research with the aim of fostering a more problematizing and critical teaching mindset regarding current legislation, shaping a new teaching identity in line with the ideals of the New School. The *Educandários Nacionais* section frequently presented accounts of innovative experiences.

### **3. Methodological Guidelines of the Didactics Section of the *Revista Escola Secundária* for teaching activity**

Mapping the formative itineraries of teaching activity reveals a complex interweaving of possibilities, actions, expressions, conduct, norms, and precepts that structured pedagogical activity. From this analytical perspective, the *Revista Escola Secundária* emerges as a significant cultural artifact, conveying discussions about teaching techniques and methods, the development of teaching materials, specific curriculum planning, the fundamentals of didactics, and classroom management strategies, among other aspects relevant to teaching practice. The historical subjects inserted into the dynamics of secondary education internalized and reproduced the political and socioeconomic drivers emanating from the State, actively acting and, at times, challenging the normative structures they sought to guide their practices.

In line with this understanding, Professor Dóris de Brito (1957), in the Didactics section of the journal's inaugural issue, established basic premises for reflection on the educational act:

- a) education cannot and should not be considered synonymous with instruction;
- b) educating is no longer limited to the mere transmission of statistical and systematized knowledge through rigid programs and formulas;
- c) culture is gradually losing its meaning of acquiring the knowledge accumulated by previous generations, to be considered "a rich source of information and resources for winning today's battle," becoming "an eminently fluid and effervescent process, in constant critical review of its postulates, methodological criteria, and conclusions";
- d) learning is ceasing to be merely accumulating knowledge and becoming the point of reference for all school activity (Brito, 1957, pp. 24-25).

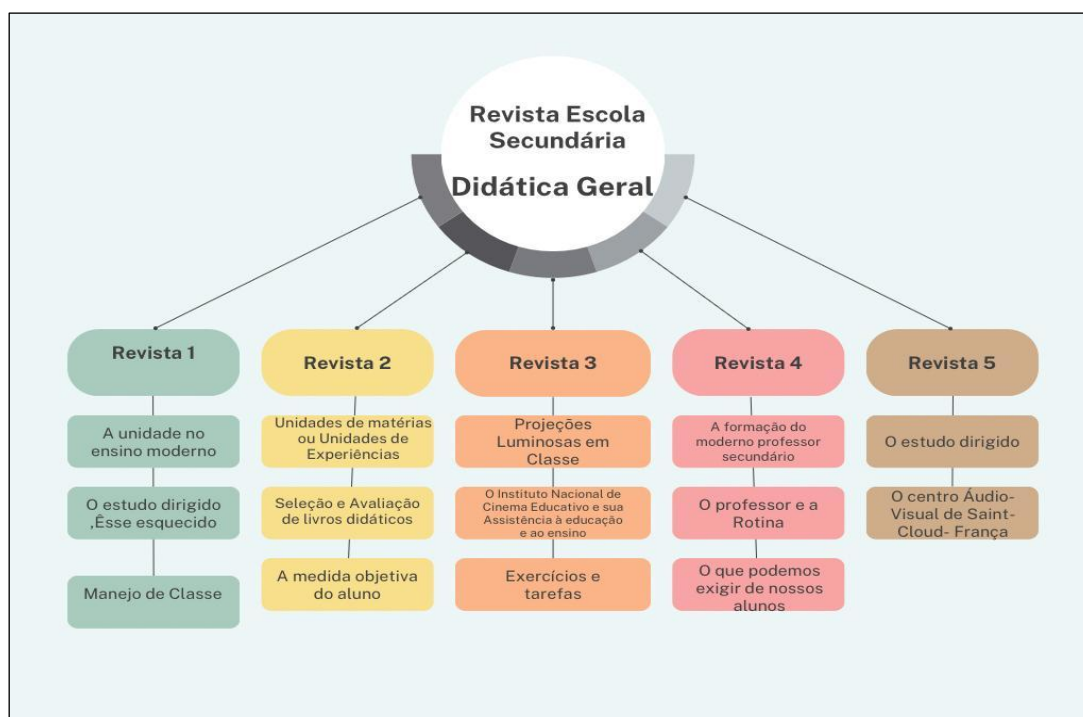
In other words, the analysis of the teacher's proposition suggests that the primary function of education lies in promoting the integral development of the individual, going beyond the simple delivery of curricular content to foster a critical stance. Therefore, it becomes imperative to focus attention not only on the content taught, but also on the processes by which students learn.

Furthermore, a recurring concern in the General Didactics section concerned the organization of the curriculum around disciplines as fields of knowledge. In line with Veiga-Neto's (2008) perspective, four constitutive elements of this organization are identified: planning objectives, selecting content, operationalizing this content in the school context, and assessment. Disciplines-of-knowledge, therefore, operate as institutionalized formations that structure what Veiga-Neto calls "schemes of intelligibility," enabling automatic framing of perception, observation, and action. The curricular structure centered on disciplines-knowledge would constitute a framework for teaching in the classroom and, consequently, optimize the student learning process.

An analysis of the journal's issues reveals the constant presence of the Didactics section, with the exception of issue 13, and its sharing with the Educational Guidance section in the last issue. Contributions were predominantly from teachers working at renowned secondary education institutions, such as *Colégio de Aplicação*. Across the journal's 19 issues, 51 texts dedicated to Didactics and its specificities in secondary education were published, generally distributed in groups of two to five articles per section, by diverse authors, but with interconnected themes that encompass teaching practice and performance. The primary objective of this section was to present a range of discussions on planning, teaching methods, educational objectives, curriculum, classroom management, and visual strategies for fostering learning, among other relevant topics. To gain a more detailed understanding of the methodological guidelines presented in the General Didactics section, the subsequent analysis uses visual representation.

The first of these is shown in **Figure 1** and summarizes the themes addressed by the authors in the journal's initial issues, facilitating visualization of the structure of the discussions.

**Figure 1:** Themes of the "Didactics" Section of the *Revista Escola Secundária* (1957-1958)<sup>2</sup>



Source: Moreira, 2024.

<sup>2</sup> Caption: *Revista Escola Secundária*. General Didactics. Journal 1: Unity in Modern Education; Directed Study. That Forgotten Thing; Classroom Management. Journal 2: Subject Units or Experience Units; Textbook Selection and Evaluation; Objective Student Measurement. Journal 3: Classroom Light Projections; *Instituto Nacional de Cinema Educativo* and its Assistance to Education and Teaching; Exercises and Assignments. Journal 4: Training the Modern Secondary School Teacher; The Teacher and Routine; What We Can Demand of Our Students. Journal 5: Directed Study; The Saint Cloud Audiovisual Center – France.

From the analysis of Figure 1, it can be inferred that texts with themes whose approaches, although distinct in certain aspects, are complementary, coexist. In its inaugural edition, the General Didactics section dedicated its articles to systematizing the relevance of the "lesson" unit, linking it to the precepts of Human Relations Psychology, a field that seeks to understand human behavior and its intrinsic relation with the environment. The analysis of the first text reveals an explanation of how lesson units can and should be structured to optimize student understanding. Subsequently, the following article discusses the relevance of guided study and the imperative for teachers to instruct their students in effective study strategies, providing them with guidance regarding the knowledge presented, in order to promote the acquisition of the knowledge being worked on. As Professor Guida Nedda Barata emphasized,

there would be greater contact between teachers and students, who would remain under their guidance during study hours, which wouldn't be many, but would be worth more than a whole day of distracted, interrupted, boring, and, above all, misunderstood reading. To crown this well-directed effort, the satisfaction of overcoming difficulties was the fruitful habit of daily study, at set times, and willingly accepted, because it would translate into more free time at home. And even when it was necessary to supplement the study done at school with a few hours at home, the well-directed student would feel the greater fruitfulness of their work and would no longer be discouraged by the difficulties they previously struggled with in vain, being forced to account for things they could neither assimilate nor decipher on their own (Barata, 1957, p. 17).

Concluding the analysis of the Didactics section of the inaugural issue of *Revista Escola Secundária*, the text entitled "Class Management" addresses the teacher's management of the class, encompassing everything from structuring the plan to maintaining discipline and order in the classroom. The article emphasizes that teaching planning that fosters engaging lessons encourages students to immerse themselves in the content, minimizing the occurrence of disorder. In line with this perspective, Professor James Braga Vieira da Fonseca (1957), in an article published in the aforementioned journal, points out that:

teaching to 'see the facts from within the situation' should not be confused with 'seeing for those within the situation.' The teacher's role is to prepare students' observant and critical spirit; to instill in them a concern for the search for truth; perseverance, honesty of attitudes and principles; and, in historical facts and in the books of historians, so that each student can find the basis for their conclusions. We do not set directions for them; we open horizons for them. (Fonseca, 1957, p. 84).

From Fonseca's (1957) quote, the pertinent inference that the teacher establishes himself as a mediator who enhances the expansion of students' intellectual horizons, instigating the exploration of different forms of knowledge, can be inferred. In line with this perspective, the analysis of the second edition of the *Revista Escola Secundária*, with particular attention to the section dedicated to Didactics, highlights the presence of textual constructs that corroborate Fonseca's (1957) assertion. Such discursive contributions support the premise that teachers must promote experimentation in the context of learning activities, fostering critical reflection about the knowledge being studied and, to this end, demanding the development of the ability to select, with refined criteria, not only content that mobilizes student engagement, but also

appropriate textual teaching resources and effective pedagogical strategies for their implementation in the classroom environment.

The final text in this section, entitled "Objective Student Measurement," highlights the relevance of assessment for verifying student learning and the types of assessments we can use within the teaching-learning process. "It is the phase of teaching whose objective is to allow the teacher to verify, conscientiously and at the appropriate time, the amount of new knowledge acquired by their students, as well as their skill levels, personal aptitudes, and personality characteristics" (Bezerra, 1957, p. 35).

In line with this perspective, an analysis of the third issue of *Revista Escola Secundária* reveals the centrality of motivation and understanding objectives as important elements for the success of learning activities. In this context, the incorporation of educational cinema and the diversification of exercises and tasks are presented as significant strategies for secondary education, with the teacher's role being to encourage students' active participation in these activities, aligning with the need for tasks that transcend mere routine, incorporating aspects that truly mobilize student interest and demand their active engagement (Nerici, 1957).

We can affirm, based on the observation of Professor Imídeo Giuseppe Nerici (1957), who also contributed to the *Revista Escola Secundária*, that homework is an important school practice for students to consolidate their learning, as it serves as a solution to difficulties, requiring reflection and integration of the taught content.

From this perspective, the need emerged for a reevaluation of teaching practices, through the adoption of innovative didactics, based on pedagogical principles that consider the specificities of adolescence and integrate effectively into the secondary education context.

Therefore, in its fourth issue, the *Revista Escola Secundária* dedicated the General Didactics section to a discussion pertinent to the demands of that historical context: the training of the modern secondary school teacher. The very opening of Luiz Alves de Mattos's (1958) article is a call to action regarding the responsibility inherent in teaching, as the epigraph explains: "Teaching is a profession with high and complex responsibilities to the individual and to society" (Mattos, 1958, p. 24).

Throughout the articles in this edition, the authors emphasize the importance of the competent teacher, their mission, and their purpose in the teaching process. The obsolescence of educational practice is evident when confined to routine, the repetition of content and tasks, and the maintenance of a static teaching posture. Therefore, the imperative of continuous improvement and constant updating of teaching practice is emphasized, through various training modalities, such as conferences, meetings, and the reading of specialized journals and books, which can corroborate the effectiveness of pedagogical work. In the same issue of the journal, a study was identified dedicated to a critical analysis of the underlying causes of failure in secondary education. In line with this line of argument, Professor Irene Mello Carvalho, a contributor to the *Revista Escola Secundária*, asserted that,

In analyzing the failings of our secondary school, we observed that some of its defects are related to the means used to assess learning. Many teachers, preoccupied with tests and exams, teach poorly because they try to teach what is not 'teachable.' With their eyes focused on the higher education entrance exam, and wanting to prepare students for it, they seek to implement programs so in-depth that they are incompatible with the maturity level of the young people they teach (Carvalho, 1958, p. 33).

In line with Carvalho's (1958) critique of pedagogical practices distorted by the selective pressure of university entrance exams, Silva (1969) offers a complementary perspective by focusing on the curricular architecture of secondary education. The author emphasizes that the

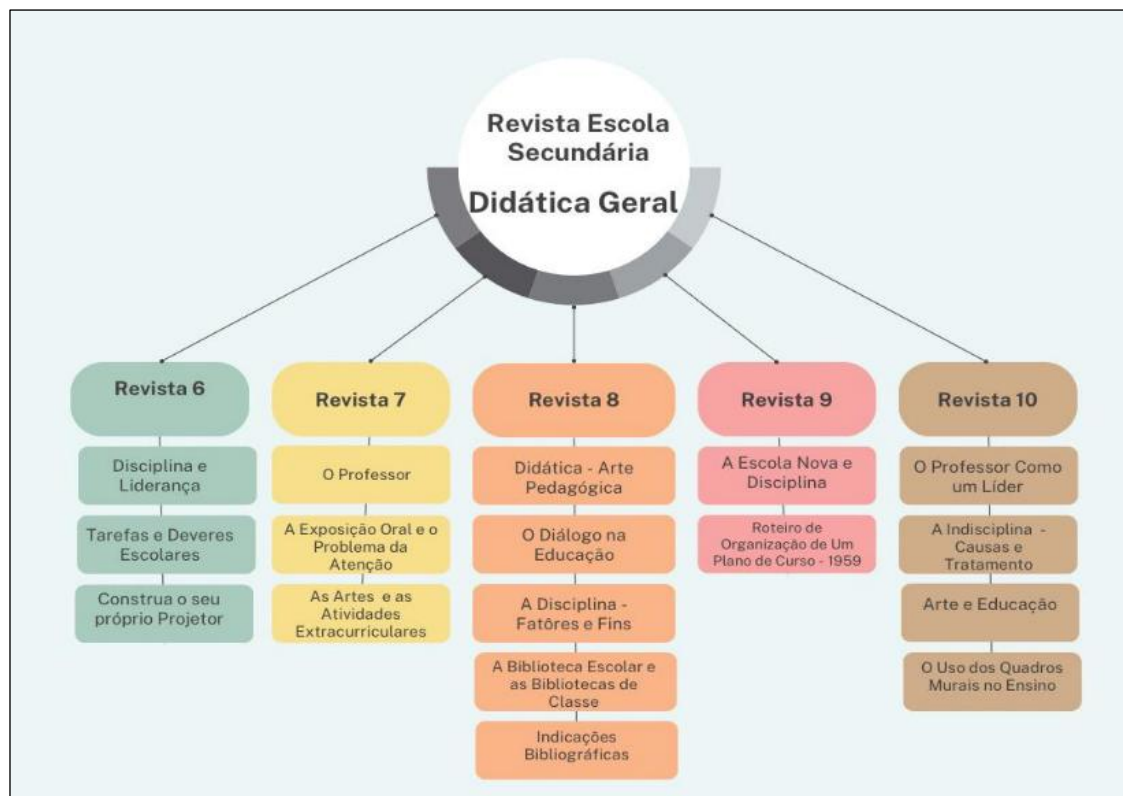
overload of content, intrinsic to the objective of "preparing leading individuals," paradoxically results in a decrease in the effectiveness of the educational process, hindering students' academic progression.

Thus, the analyses converge in identifying systemic and methodological obstacles that compromise the quality and effectiveness of secondary education, signaling the pressing need to reevaluate pedagogical guidelines and the very curricular design of this educational stage. Given the emerging need to reconfigure pedagogical guidelines and methods for secondary education, the fifth edition of the General Didactics section of the *Revista Escola Secundária* demonstrated a connection with this pressing demand.

In this issue, the magazine revisited and deepened discussions regarding methodological guidelines for guided study, recognizing its potential for fostering student autonomy. Additionally, renewed emphasis was placed on the relevance of incorporating audiovisual techniques as tools capable of optimizing pedagogical practice and stimulating students' engagement and intrinsic interest in the process of acquiring knowledge.

This methodological orientation, disseminated by *Revista Escola Secundária*, demonstrated convergence with the guidelines established by CADES and, more broadly, with the fundamental precepts of the New School movement, which advocated the renewal of educational practices and the centrality of the student in the learning process. Continuing the analysis of the issues of *Revista Escola Secundária*, we present Figure 2.

**Figure 2** - Themes of the "General Didactics" Section of *Revista Escola Secundária* (1958-1959)<sup>3</sup>



Source: Moreira, 2024.

<sup>3</sup> Caption: *Revista Escola Secundária*. General Didactics. Journal 6: Discipline and Leadership; School Tasks and Duties; Build Your Own Projector. Journal 7: The Teacher; Oral Presentation and the Problem of Attention; The Arts and Extracurricular Activities. Journal 8: Didactics - Pedagogical Art; Dialogue in Education; Discipline: Factors and Purposes; The School Library and Classroom Libraries; Bibliographical References. Journal 9: The New School and Discipline; Course Plan Organization Guide – 1959. Journal 10: The Teacher as a Leader; Indiscipline - Causes and Treatment; Art and Education; The Use of Wall Charts in Teaching.

The *Revista Escola Secundária*, in its sixth edition and in the General Didactics section, intensifies the clarification of methodological guidelines for the efficient conduct of teaching activities. The articles published in this editorial postulate the pressing need for teachers to establish a learning environment characterized by discipline and structured organization, operationalized through rigorous planning of schoolwork and assignments.

It is argued that effective internalization of the syllabus requires the formulation of tasks characterized by objectivity and congruence with the material discussed in the classroom, aiming to stimulate student interest and active involvement in the process of knowledge acquisition. In line with this understanding, Professor Irene Mello Carvalho argues that:

The interested student follows the course of the class with intelligence and enthusiasm, and to this end, asks questions, answers the teacher's questions, takes notes, participates in the assigned work, and even comments with classmates about one or another statement made by the teacher, thus breaking away from the old pattern, which is compared to a statue (Carvalho, 1958, p. 13).

In this line of reasoning, when addressing the topic of the disciplinary environment in the classroom, it is essential to consider a range of contextual factors, such as the social background of the students, the organizational structure of the school, and the configuration of its infrastructure, elements that directly influence the teaching-learning process. Thus, the need emerges to design pedagogical activities that promote class integration within the classroom environment, fostering interaction with the teacher and, consequently, encouraging more effective participation, moving away from the traditional school model, which is predominantly focused on memorization. This pedagogical practice aligns with the principles of modern pedagogy, widely emphasized in the *Revista Escola Secundária*. Corroborating this perspective, Carvalho (2000) notes that:

The *art* of teaching, as conceived by this *modern pedagogy*, is, therefore, *practical pedagogy*. In this pedagogy of the faculties of the soul, teaching is a practice that materializes in other practices; practices in which the *art* of learning is formalized as an exercise of well-defined skills observable in scholastic practices. As *arts of knowing-how-to-do-with*, teaching and learning are practices strongly tied to the materiality of the objects that support them. The practices formalized in the use of these materials are strongly linked to a pedagogy in which such an *art* is prescribed as a good imitation of a model. The countless lesson plans published in magazines aimed at teachers bear the marks of this pedagogical conception. The model-like, prescriptive detail of the topics listed in the pedagogy manuals that compile the arts of teaching also maintains them. Within this pedagogy, teaching how to teach means providing these models, whether in the form of lesson plans or exemplary practices whose visibility is ensured by teacher training strategies [...] (Carvalho, 2000, p. 113, emphasis added).

In the context outlined by Carvalho's perspective (2000), which characterizes modern pedagogy as eminently practical and intertwined with the materiality of teaching and learning objects, *Revista Escola Secundária* focuses on the importance of fostering intrinsic motivation

in students and awakening their interest in studying. This guideline is manifested through the proposal of theoretical-practical activities, conceived as strategies to promote more active engagement of students in the process of knowledge construction.

The journal, therefore, seeks to operationalize the principles of modern pedagogy by advocating pedagogical practices that transcend mere passive transmission, aligning with the conception of teaching as an "art of knowing-how-to-do" and learning as an "exercise of well-defined and observable skills."

Continuing the sequential analysis of the journal's issues, the seventh issue of the General Didactics section marks a significant shift in the editorial direction of *Revista Escola Secundária*. From this point on, a reconfiguration of thematic priorities is observed, transcending the mere exploration of techniques and means for effective classroom management. The journal begins to adopt, as the central axis of its discussions in this section, the appreciation of the multifaceted role of the teacher in the complex scenario of secondary education.

In this context of discursive redefinition, the pertinent assertion made by Professor Imideo Guiseppe Nerici (1958) regarding the teaching figure acquires prominent relevance, signaling the centrality given to the pedagogical agent in the new editorial guideline, as an excerpt from the article of the aforementioned teacher,

The teacher, despite all the new pedagogical concepts, remains an indispensable and fundamental element in the educational process, in the continuous act of generational replacement in social, technical, and cultural leadership. The success or failure of the student in school almost always depends on them. Magnificent facilities, modern buildings, and an abundance of teaching materials are of no use if, behind all this, there is not the spirit of the teacher animating, giving life and meaning to what would otherwise be dead matter, in order to lead the student to self-fulfillment. The teacher is the dynamo that draws, enthuses, and inspires, on the path that leads to the achievement of the lofty goals of Education. This is how it should be (Nerice, 1958, p. 8).

An analysis of the textual constructs in this section suggests that the magazine, in addition to promoting ongoing teacher education, also aimed to foster their professional engagement, highlighting the intrinsic relevance of their work to society and the significant impact of their teaching on students' development. It is worth noting that the published articles also emphasized the dynamics of the teacher-student relation, pedagogical interaction, and the establishment of dialogue as important elements for achieving successful educational practice. From this perspective, Miranda (2019) notes that:

The journal emphasizes the need for teachers to know their students in order to understand how to work with each one, to understand them at their current stage, within their family, within society, and within their school life. The journal intends to encourage teachers to consider each student as unique and singular, realizing that what is appropriate for one is not necessarily appropriate for all. The student should abandon their passive position to become active in class, and expository approaches should be limited to what is necessary. Considerations are also made regarding the choice of textbook, which should be selected by teachers based on their classroom

objectives. The use of objective tests is encouraged, rather than the traditional essay-based assessments previously considered the norm (Miranda, 2019, p. 115).

The guidelines conveyed throughout the journal's editions converge on the conception of the teacher as a central and proactive figure, guiding a formative process that postulates the formation of the adolescent's integral personality as its fundamental premise, through their pedagogical knowledge. From this perspective, Professor Captain Paulo Cavalcanti C. Moura (1959, p. 10) defines education as an act of integral human development, transcending the dichotomy between spirit and matter to achieve a "vital synthesis, which is psychosomatic unity."

Professor Captain Paulo Cavalcanti C. Moura's (1959) assertion, published in the *Revista Escola Secundária*, reveals a conception of education that aligns with the emerging emphasis on the holistic development of the individual, as opposed to purely intellectual or instructional models. By defining education as an "act of integral formation of the human being," Moura emphasizes the breadth of the educational process, which must encompass all constitutive dimensions of the individual, going beyond the cognitive domain to encompass affective, social, and physical aspects. The proposition of "transcending the dichotomy between spirit and matter" denotes a critique of the traditional philosophical separation that fragments the understanding of human nature.

For Moura (1959), a truly integral education must go beyond this duality, recognizing the interdependence and intrinsic unity between the mental and physical aspects of the being. His vision of human constitution points to the search for a "vital synthesis, which is psychosomatic unity." The term "psychosomatic unity," widely used in health and behavioral sciences, emphasizes the inseparability and mutual influence between the psyche (mind, emotions, cognitive processes) and the soma (body, biological organism).

From this perspective, education must operate under the assumption that the full development of the individual requires the harmonious integration of these dimensions, recognizing that mental processes affect the body and vice versa. In short, the definition of education presented by the author reflects an advanced understanding for the time, aligned with the principles of the New School and a more complex and integrated vision of human development. Education, from this perspective, is not limited to the transmission of knowledge, but is configured as a process of formation that aims at the totality of the being, promoting the integration of its spiritual and material dimensions into a functional and dynamic unity.

As a privileged space for formation, education assigns meaning to existence, constructed through practices and lived experiences. It is postulated that every educator must assume the role of leadership and guide, directing actions that converge toward the achievement of a goal. The mission of educating transcends the to instruct, configuring itself as a form of guidance, given that the educational process is not limited to the transmission of programmatic content; the interaction established between teacher and student fosters the emergence of knowledge that goes beyond the formal curriculum. These concepts were advocated in the articles of the General Didactics section, when addressing the teaching posture. Continuing the analysis of the General Didactics section, the thematic block displayed in **Figure 3** is presented.

**Figure 3** - Themes of the "General Didactics" Section of the *Revista Escola Secundária* (1959-1961)<sup>4</sup>

Source: Moreira, 2024.

An analysis of the eleventh issue of *Revista Escola Secundária* reveals that the General Didactics section is presented later, preceded, in this particular issue, by articles addressing the administrative and pedagogical organization of secondary education, improvement goals, and planning for this type of education. Within the Didactics section of this issue, one of the central themes addressed concerns strategies to assist students in the study process. An analysis of Manoel Jairo Bezerra's text (1959) highlights the importance of guided study and the relevance of the teacher's role in teaching and monitoring these learning activities, according to the author's perspective:

Teaching does not mean transmitting programmed knowledge. The teacher cannot position themselves as someone who has nothing to do with the students' studies. The phrase "I teach the subject well, but studying is up to the student" no longer makes sense. It is the teacher's responsibility not only to teach their subject well, but also to teach students to study correctly and efficiently. Everyone is aware that one of the greatest problems in our education, perhaps the greatest, is the lack of study. We know that all teaching methods, taken together, have their relative value and defined function, making them indispensable to learning. However, we also know that students only truly learn when they study with a good method, with effort and dedication. Thus, guided study would be the most appropriate

<sup>4</sup> Caption: *Revista Escola Secundária*. General Didactics. Journal 11: How to help students study; Is it really necessary to plan to teach well? Journal 12: Let's Renew? The Teacher: Television at the Service of Teaching and Education. Journal 14: The Teacher's Controlled Notebook; Malba Tahan. How to Study Better; Extracurricular Activities. Journal 15: Audiovisual Education; Main Techniques for Conducting Class Discussions; Research on School Passing and Failure. Journal 16: The Teacher and Voice; We Also Learn to Breathe and Articulate; The Textbook in the Face of Psychogenetic Theories; Choosing a Textbook.

means, we believe, to ensure students receive what is indispensable and necessary: a good study method (Bezerra, 1959, p. 33).

The concern with reiterating the need for guided study and the importance of teacher planning for improving pedagogical practice and student development is evident. A careful analysis of all editions of the *Revista Escola Secundária* revealed that, starting with the twelfth issue, the formatting of the printed titles acquired a new layout. It was also noted that the thirteenth edition does not include a General Didactics section, presenting only the opening editorials, followed immediately by the Educational Guidance section. However, after this specific edition, all subsequent editions have returned to the General Didactics section, maintaining the same focus on methodological guidelines for both teaching practice and professional development.

An analysis of the articles in the last three editions reveals the section's continued focus on the ongoing preparation of teachers for their daily practice, grounded in proposed studies and considering the dynamics of the teacher-student relation, the suggested pedagogical techniques and methodologies, and the integration of audiovisual resources. Although these topics have already been addressed in previous editions, their return appears to reinforce issues the journal considers central to maintaining the quality of the teaching-learning process. Continuing this presentation, we present **Figure 4** with the journal's latest editions.

**Figure 4** – Themes of the “General Didactics” Section of the *Revista Escola Secundária* (1961-1963)<sup>5</sup>



Source: Moreira, 2024.

<sup>5</sup> Caption: *Revista Escola Secundária*. General Didactics. Journal 17: Teacher-Student Relations; Means of Transmitting Experiences; Audiovisual Techniques and Active Methods. Journal 18: General Didactics and Educational Guidance; Theories and Laws of Learning and Their Application to Teaching. Journal 19: The Use of Visual Aids.

In the eighteenth edition, it is worth mentioning the thematic convergence between the Didactics and Educational Guidance sections, which were dedicated to analyzing the theories and laws of learning and their implications for pedagogical practice. This shared section, distributed between pages 21 and 28, was organized around: the general and specific characteristics of the learning process; the typology and modalities of learning; the main theories of learning (with an emphasis on Watson's behaviorism, Gestalt theory—which investigates the sensations of space-form and time-form, with Max Wertheimer, Wolfgang Köhler, and Kurt Koffka as its exponents—and Skinner's genetic theory); the laws of learning (including the formulations of Thorndike and Watson); and the possibilities for applying these theoretical constructs in the context of teaching. This editorial approach demonstrates the journal's commitment to promoting faculty development in the field of learning theories, recognizing their potential for acquiring knowledge, developing attitudes, and enhancing skills that optimize the achievement of educational objectives.

Furthermore, an analysis of the issues of *Revista Escola Secundária* reveals texts in the General Didactics section that exhibited discursive complementarity over time, signaling to readers the feasibility of operationalizing the theoretical propositions conveyed in teaching practice.

During the analysis and study of the issues examined, the ideological confluence between the principles of the New School movement and the CADES guidelines became apparent, both converging toward the adoption of active methodologies, with the goal of promoting autonomous and participatory learning through the proposition of tasks that stimulate the construction of knowledge by students, concurrent with interaction with the teacher. Thus, the importance of the circulation of innovative ideas, transversally present in the various sections of the journal, is emphasized.

Throughout its publications, the *Revista Escola Secundária* has devoted significant efforts to developing a new profile of secondary school teachers, characterized by a renewed pedagogical approach, both in technical terms and in the adoption of diverse methodologies. This approach aims to dynamically improve "how to teach" and establish a consistent connection between theory and pedagogical practice. Given the above, it can be inferred that the journal sought to foster the construction of a new teaching identity, aligned with the concepts of those responsible for CADES, promoting a pedagogical practice aligned with the demands of modernity, marked by activity and dynamism, and attributing a new meaning to the exercise of teaching. From this perspective, the goal was for teachers to master new teaching techniques and possess in-depth knowledge of learning theories, with the goal of implementing them effectively in the classroom environment, thus preparing them to responsibly lead teaching activities.

## Final Considerations

The analysis of the actions of the *Campanha de Aperfeiçoamento e Difusão do Ensino Secundário* (CADES) reveals the centrality of the *Revista Escola Secundária* as a formative institution that transcends the mere transmission of technical knowledge necessary for professional practice. Rather than being limited to a repository of pedagogical knowledge, the magazine emerges as a space for reflection about teaching practice itself, shaping the conduct, values, norms, and meanings that underlie the teaching profession. From this perspective, the magazine establishes a specific professional identity for secondary school teachers, legitimizing certain forms of practice and, as this research has demonstrated, aligning with the New School concepts advocated by professionals affiliated with CADES.

This research aimed to understand the *Revista Escola Secundária* as a relevant pedagogical tool for secondary school teacher training from 1957 to 1963, with special emphasis on the influence of the articles and texts published in the sections dedicated to Didactics. It was found that the pedagogical journal, in this specific case, constituted a significant support for the improvement of teaching practices that sought to shape the modern teacher. Those responsible for the conception and production of the journal recognized its potential for disseminating new pedagogical practices, considered exemplary for the context of the time. From this inference, it can be inferred that the journal was not limited to the production of knowledge, but acted as a vector for the dissemination of ideas that revealed a clear intention on the part of its creators.

An analysis of the Didactics sections in the *Revista Escola Secundária* reveals a consonance between the methodological guidelines proposals and the emerging vision of a new secondary teacher. The discussions and suggestions conveyed by the magazine encouraged a review of traditional practices, signaling that the adoption of new pedagogical approaches would confer new meaning to secondary education studies.

We therefore believe that the *Revista Escola Secundária* transcended the status of a mere pedagogical initiative focused on teacher training. It constituted a significant milestone that enabled the construction of a new identity for secondary teachers, based on the guidelines and methodologies proposed in all its printed editions. By promoting reflection about practice, disseminating new approaches, and valuing the role of the teacher as an active agent in the teaching-learning process, the magazine made an indelible contribution to the reconfiguration of Brazilian secondary education during a period of significant educational transformation.

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